

Idaho ABE Program Review Planning Binder

2006-2007

DRAFT

Idaho appreciates and acknowledges Kristen Kulongonski, State Director of the Adult Basic Skills Education Program in Oregon for allowing Idaho to review and adapt Oregon's State ABE Monitoring Process for our use.

XXXXXX X, 2007

To: XXXXXXXXXX

From: Cheryl Engel

Re: Title II program reviews for 2006-2007

The 1998 Workforce Investment act, Title II Adult Education and Family Literacy Idaho State Plan requires that a local program review be conducted on a _____ year rotation. The 2006-2007 Title II funded programs for review include:

XXXXXXX ABE program

Enclosed is a planning binder that contains the documents you will need to prepare for your review. Please review the documents carefully. Approximately six months prior to the review I will visit with you to discuss the review process including:

- Purpose of the review
- Instructional programs covered in the review
- Review activities
- Schedule
- Local program priorities for the review
- Review materials
- Timeline

The Program Review Team looks forward to working with you. Please don't hesitate to contact me if you have any questions.

Process Outline

Program Review

- I. Develop a two year schedule for Title II eligible providers
 - A. Who gets reviewed
 - B. Dates for each review
 - C. Distribute review schedule to Regional programs
 - D. Review team member recommendations (instructors, directors)
- II. Send Program Review Planning binder to programs being reviewed
- III. Identify and negotiate on-site review schedule and activities for team members and send review packet
- IV. Prepare Desk Audit Materials
- V. Staff logistics
 - A. Lodging reservations
 - B. Meeting rooms for team orientation and writing
 - C. Mail program review planning binder to programs being reviewed
 - D. Mail program review packet to team members
 - E. Prepare Desk Audit material
 - F. Edits to final executive report and Indicator of Program Quality report
 - G. Central file completed
- VI. On site review
- VII. Final reports and central file
 - A. Draft reports reviewed by team
 - B. Draft reports reviewed by program director
 - C. Send final executive report and IPQ document to program director
 - D. Final executive report in central file

DESK AUDIT CHECKLIST

Program Review

Evidence	Auditor Folder	On File/ Current	Funding
Grant Continuation Application			
ABE			
Incarcerated			
Outreach			
ESL			
EL Civics			
Accountability			
Program Improvement			
Grant Year-End Narrative Reports			
ABE			
Incarcerated			
Outreach			
ESL			
EL Civics			
Grant year-End Accountability Reports			
Narrative reports for all grants			
Data Quality checklist			
Notification of data changes			
Federal Table 7			
Federal Tables 1, 2, 3; + Persister Report; + Summary Audit			
ABE			
Incarcerated			
Outreach			
ESL			
EL Civics			
All sites and special programs: persister report			
State performance measures tables			
Prior review documents			
Census Information			
GED Testing Information			
Draft class schedule			
Strategic plan			
Professional Development participants			
Data binder			
Financial notebook			

CENTRAL FILE CHECKLIST
Title II Program Review

Program: _____
Review Date: _____

Documents	Date
Desk Audit Checklist	
Evidence Review Documents	
Final Review Schedule	
Self Study	
Final IPQ Report	
Final Executive Report	

Program Monitoring and Technical Assistance Visit

PURPOSE OF THE REVIEW

- to monitor the program for compliance requirements outlined in the WIA Title II Adult Education and Family Literacy Act and Idaho Title II Grant RFP's and Local Applications- fiscal, accountability, instructional
- To look for continuous program improvement by assessing where the program has been (past program review findings), how the program is operating now, and the program's priorities for future development and improvement.
- To identify best or emerging practices that support student success and program effectiveness and that can be shared statewide and nationally.
- To provide commendations, recommendations and technical assistance for continuous program improvement.

GUIDING VALUES

Collaboration:	Work together to resolve issues to meet state and local needs
Access:	Assure that every Idaho resident has access to training, education and learning opportunities
Respect:	Value and seek all perspectives
Responsiveness:	Respond in a timely manner to all partners' needs
Effectiveness:	Develop, allocate and leverage resources and measure outcomes for effective service delivery
Support:	Support local service delivery that contributes to statewide expectations and outcomes

FIRST STEPS FOR LOCAL PREPARATION

Approximately two months before the review, the Idaho State Director will visit with you to discuss the review process, including:

- Purpose of review
- Instructional programs covered in the review
- Review activities
- Schedule
- Local program priorities for the review
- Review materials
- Next steps for local planning

PREPARING FOR A PROGRAM REVIEW

Two months prior to review:

1. Review Binder Materials
2. Call state director with any questions or concerns
3. Copy and distribute the Idaho Indicators of Program Quality to your faculty and staff. Ask them to review the indicators and discuss what each instructional program is doing in each indicator area. Instructional programs may want to rate themselves. The program director should take notes and incorporate the discussion examples into their self study.
4. Instructional Programs covered by the review
 - ABE
 - GED
 - ESL
 - EL Civics
 - Volunteer Tutoring
 - Incarcerated programs
 - Even Start (if ABE collaboration)
 - ABE/GED/ESL transition
5. Staff Resumes on file and in binder
6. Meeting rooms scheduled
7. Invitations issued to appropriate college staff, collaborators, partners, etc.

One Month prior to review:

1. Finalize the review schedule with the state director
2. Prepare individual team notebooks that include:
 - Program profile that describes who you serve, service district, instructional programs, special populations, sites, etc.
 - Mission and vision statements for the program
 - Local accomplishments and priorities outline
 - Program review schedule
 - Maps/directions for each site
 - Phone numbers for sites (in case of emergencies)
3. Prepare evidence binders/boxes that cover all of the eight indicators. Brochures, fliers,

class schedules, policy papers, and publications can be used for demonstration of evidence. Evidence should be relevant, clear, and concise examples of how the program meets each of the eight indicators. The binders/boxes should be useful to your program for accreditation and establishing benchmark information for each area. It should also support local findings described in your staff rating of the IPQ's . Be sure to include:

- Program data on registration, performance, demographics
 - Attendance policy
 - Curriculum guides, manuals, outlines, syllabi
 - Instructional materials
 - Examples of equipment and instructional software used in programs
 - Staff orientation materials or manuals (if you have them)
 - Other teacher training or orientation resources you regularly use
 - Advisory committee or coalition rosters and materials
 - samples of student evaluation forms (if you have them)
 - Staff evaluation processes and forms
4. Identify five exemplary program practices/accomplishments for commendation and five program priorities for recommendation.

One week before:

1. Check with the Program Review Coordinator (State Director) to confirm details and any last minute changers.

PROGRAM REVIEW ACTIVITIES

Administrative Meetings

1. Program administrator (2-4 hours)
2. Internal Partners (45 minutes each)
 - President and Deans
 - Student Services, counseling, etc.
 - Finance Office
3. External Partners (45 minutes each)
 - WIA, JET, Community partners
 - Others
4. Accountability (2 hours)
 - Data collection
 - Program administrator
5. Professional Development (1 hour)
6. Lead Instructors (1 hour)
7. ESL Instructors (1 hour)
8. Tutoring (30 minutes)
9. Incarcerated (1 hour)
10. EL Civics (1 hour)
11. Outreach (1 hour)
12. Orientation (1 hour)
13. Technology (30 minutes – 1 hour)

Instructional Activities

1. Classroom observation/informal student visit (full class – includes observing teaching/learning, curriculum, lesson plans, syllabi, materials, technology, etc.)
2. Teacher Meeting (30-46 minutes)
3. Student Focus Group (30-60 minutes)

Evidence Binder Review

Team Writing Process

1. Debrief session
 - Administration
 - Instruction
2. Team writing
 - IPQ report
 - Executive report

Exit Report

1. Progress since last review
2. Commendations and Recommendation
3. Team observations

4. Questions and answers

Final Report

1. IPQ report
2. Executive report

PROGRAM EXECUTIVE SELF-STUDY
(Narrative)

A. Last Review

Comment and provide evidence on your last review's commendations (do these commendations still apply?) and recommendations (progress made on implementing changes, etc.)

B. Current Review

What is the status of your program for the eight Indicators of Program Quality (IPQ)? This should be a broad description for each indicator that summarizes your primary accomplishment, organization and practices for each broad area.

C. Goals for the Review

Describe specific local goals or outcomes you have for the review.

D. Accomplishments and priorities

List your five accomplishments and priorities that you want the team to affirm address, and support with this review.

LOCAL ACCOMPLISHMENTS & LOCAL PRIORITIES

Program: _____
Review Date: _____

Practices to validate as commendations for ABE/GED.ESL

1.

2.

3.

4.

5.

Practices to recommend as priorities for ABE/GED/ESL

1.

2.

3.

4.

5.

STAFF RESUME

Please have all part-time and full-time ABE faculty and staff members complete this form.

Name : _____

Number of years in
ABE/GED/ESL

Position: _____

_____ 0-2 years

_____ 3-6 years

_____ More than 6 years

Describe the education and experience you have had that prepared you for this job.

Describe training/workshops that you have participated in since being employed in ABE.

What are your personal profession development goals for this year?

TITLE II ADMINISTRATIVE MEETING

Meeting Participants Program Director/Dean, other management team staff

Scheduling Two to four hours

Framing Indicator 1

- A. Progress since last review
- B. Program overview (sites, hours available per student, etc.)
- C. Staff information (part time, full time, support, etc.)
- D. Budget
- E. Executive Summary
- F. Programming, planning and improvement process
- G. Compliance reporting
- H. Program policies (manual)
- I. Fees policy
- J. Waiting lists
- K. Managed enrollment
- L. College hiring and salary policies for ABE
- M. Accountability
- N. Even State (if applicable)
- O. Incarcerated
- P. Tutoring

PARTNER FOCUS GROUP

Scheduling 45 minutes each (as needed)

- A. Introductions
- B. Local Program Reviews – why we're here
- C. Title II overview
 - Title II, Adult Education & Family Literacy Act of WIA
 - System-wide performance measures
 - Continuous program improvement
 - Indicators of Program Quality

President, Executive Management

- A. Alignment and integration of ABE program with the college
- B. Trends/changes statewide and nationally for ABE and under-prepared students
- C. ABE as a point of entry for college
- D. Preparation for transition to post secondary education, workforce
- E. How do you see ABE fitting with the college's future?

Student Services

- A. How does the college's student service office link with ABE students?
- B. What is the college intake process for incoming students with basic skill needs?
- C. ABE student retention barriers
- D. Connections between ABE and other groups on campus.

Financial Services

- A. State forms for reimbursement
- B. Program income
- C. Other

External Partners

- A. How do you or your agency connect with the Adult Basic Education program?
- B. How could you or your agency better connect with the ABE program?
- C. From your perspective, what basic skill activities or services are done well? Are the services effective?
- D. What activities or services could the program improve?
- E. How effective is the program as a collaborative partner? Do the program activities or services help you meet the local goals for your program, community, or region?
- F. By working together what could you do as partners to help clients improve performance on core measures?

PROFESSIONAL DEVELOPMENT MEETING

Meeting Participants: Program Director, Lead Instructors, Trainers

Scheduling: One (1) hour

Framing: Purpose of the review is continuous improvement

A. Indicator I, Strategy I.B, Numbers 1-8

I.B Program assesses its staff organization and development system

- Program maintains current job descriptions for all staff positions
- Program ensures the hiring, staff evaluation, and plans-of-assistance processes are consistent with organizational policy
- Program provides trained support personnel, efficient record keeping, and equipment for day-to-day operations
- Program supports the recruitment and use of volunteers
- Program utilizes qualified administrators, practitioners, and volunteers to ensure quality instruction
- Program ensures pre-service training for all new staff and volunteers
- Program provides accountability training for all staff and volunteers

B. Focus on connecting program goals, individual staff professional development needs with program's professional development plan

1. Explore resources for professional development
2. Discuss the staff's primary professional development needs in the areas of
 - ABE, GED
 - ESL
 - EL Civics
 - Incarcerated
 - Tutoring
 - Even Start

C. Integration of program's professional development plan

1. Instructor's individual professional development plans into program plan
2. Learner needs into program plan

D. Local process for gathering and disseminating information about:

1. State professional development activities
2. Identification of professional development program and individual needs
3. Professional Development Module opportunities
4. Strategies for including outreach site staff in professional development planning and opportunities

E. Participation of local program director and staff in state professional development initiatives

1. Connecting state initiatives in program's professional development plan
2. Local program support of instructors who participate, or would like to participate in state learning cohorts.

ACCOUNTABILITY ONE-TO ONE MEETING

Meeting Participants: Program Director, local data base administrators

Scheduling: Two (2) hours

- A. Identify local issues, concerns, questions
- B. Local flow system
- C. System requirements
- D. Run reports for specific student files
- E. Spot check current data
- F. Specific Reports
 - State performance measures tables report
 - Persister report
 - Which reports are used by instructors?
 - Which reports are used by director?
 - Which reports are used by database administer?
 - Which reports do student receive?
- G. Follow-up questions or issues about Accountability Meeting.

LEAD INSTRUCTOR MEETING

Meeting Participants: Lead Instructors

Scheduling: One (1) hour

Framing: Purpose of the meeting is to identify instructional areas and strategies that need additional support and define ways the state could help.

- A. Introduction – participants describe their departmental positions
- B. What do they know about Title II federal requirements, state performance, and the accountability system?
- C. Circle discussion
 - 1. Individuals describe 3 ways they are supported by the administration
 - 2. Individuals describe 3 ways they need additional support
- D. Communication discussion to describe the program's
 - 1. Staff meetings
 - 2. Interdepartmental options
 - 3. Outreach sites
- E. Connectivity-college departments and support services
- F. Relations with outreach instructors
 - 1. Support from administration
 - 2. Curriculum content compatible with main site
 - 3. Expectations around team participation
- G. Strategic planning processes
 - 1. Curriculum
 - 2. Resources
 - 3. Syllabus/course outlines
 - 4. Content standards
- H. Community connections
- I. Transition
- J. Professional Development
 - 1. Awareness
 - 2. Accessibility
- K. Integration of technology into instruction
 - 1. Technology infrastructure – adequate/inadequate
 - 2. Describe strategies instructors use to integrate technology into instructional

OUTREACH SITES MEETING

Participants: Program Director, outreach coordinator

Scheduling: One (1) hour

Framing: Purpose is to capture unique needs of outreach sites and recommended support. (The following are guiding questions taken from indicator areas that are particularly vulnerable in outreach sites.)

- A. Orientation – is there one? How are components tailored to the needs of the multi-level outreach site?
- B. Does the program/instructor market and recruit in the local community?
- C. Describe assessment tools used – is the instructor certified?
- D. Resources – are there adequate texts and materials? Are copyright laws being observed?
- E. Is the instructor included in departmental staff meetings? Does the director and other staff communicate regularly with the instructor?
- F. Connectivity – Does the instructor feel connected to:
 - 1. The local campus (the mother ship)
 - 2. Support services
 - 3. The agency where the class is delivered
- G. Discussion of instructional pieces – What does the instructor use in the way of:
 - 1. Curriculum
 - 2. Resources
 - 3. Syllabus/course outlines
 - 4. Specialized reading assessment and curriculum
- H. Transition
- I. Is the instructor aware of professional development opportunities? Is funding/support provided by the program so that the instructor can access professional development?
- J. Does the instructor integrate technology into the curriculum? Integration of technology into instruction

INCARCERATED/INSTITUTIONAL MEETING

Meeting Participants: Program Director, coordinator of incarcerated/institutional programs, instructor

Scheduling: One (1) hour

Framing: purpose is to capture unique needs of the corrections program. (The following questions are taken from indicator areas that are particularly vulnerable in tutoring programs)

- A. Is there a student orientation process? How is orientation structured to meet the unique needs of students in corrections?
- B. Is there an orientation process for new instructors?
- C. How does the program/instructor promote ABE instructions and recruit students within the confines of the facility.
- D. Describe assessment tools used. Who administers assessments? Do instructors receive appropriate assessment certification training?
- E. Instructional resources – are there adequate texts and materials? Do instructors in facilities have equal access to text and materials that instructors at other sites have? Are copyright laws being observed?
- F. Do the instructors feel connected to and supported by:
 - 1. Local program administration
 - 2. Other support services
- G. Instruction – What do instructors use in the way of:
 - 1. Curriculum
 - 2. Materials
 - 3. Syllabus/course outlines
 - 4. Specialized reading assessment and curriculum
 - 5. Assessment tools to report on their students' learning gains
- H. Are there transition strategies in place for corrections students to move into further education and training during incarceration or following their release?
- I. Are instructors able to integrate technology into curriculum or instruction?

ORIENTATION MEETING

Meeting Participants: Program Director, all orientation personnel, Assessment personnel

Scheduling: One (1) hour

Framing: Purpose of the review is continuous improvement (explain what the continuous improvement model is) and review AIDDE model. Team is here to evaluate where the program concentration is and help support continued growth and improvement. See Indicator 3: Orientation (I-IV)

- A. Introductions – staff members explain their roles in the orientation process.
- B. Overview of current orientation process-manage, open enrollment
- C. Different orientation processes for varied populations
 - 1. ABE/GED
 - 2. ESL
 - 3. Special program
 - 4. Day and evening
 - 5. Campus and outreach sites
- D. Detail orientation components
 - 1. Assessment
 - 2. Student contract – attendance/commitment
 - 3. Enrollment procedures
 - 4. Goal-setting materials/follow-up
 - 5. Learning styles inventory
- E. Orientation schedule
- F. Marketing and recruitment
- G. Data analysis applied to orientation planning (Brief overview of the AIDDE model – how to apply to data analysis and local factors)
- H. Ongoing evaluation of orientation process
- I. Identify next steps for improvement

ACCOUNTABILITY MEETING – ASSESSMENT, DATA COLLECTION AND REPORTING

Meeting Participants: Program Director, database administrator, lead instructors, testing specialists

Scheduling: One (1) hour

Framing: Indicator 1 and 4

- A. Accountability administration (policy/process)
 - 1. Who has what accountability responsibilities?
 - 2. How is data used in annual planning?
 - 3. How often do you check/look at the data? Who participates in data review/analysis?
 - 4. Flowchart
- B. Assessment Implementation (policy/process)
 - 1. Professional Development participation and training
 - 2. Do you test everyone?
 - 3. When do you pretest?
 - 4. When do you posttest?
 - 5. Number of hours in between the pre and posttest?
 - 6. Use of Idaho Skill Level Descriptors
- C. Data Collection and Reporting (process)
 - 1. Current Idaho Accountability Manual
 - 2. Initial staff orientation and training
 - 3. On-going staff training/in-service
 - 4. Main campus vs. outreach sites
 - 5. How often do you analyze data?
 - 6. How have you used the data? For what purposes? Example
- D. Reporting
 - 1. Who participates in and completes which reporting piece?
 - 2. Narrative report
- E. Performance
 - 1. Summary reports by site and program
 - 2. Presister reports
 - 3. Program performance vs. state targets
 - 4. Pre/post test rates
 - 5. Average instructional hours per student
- F. Questions

INSTRUCTOR MEETING

Meeting Participants: Instructor being observed
Scheduling: Thirty (30) minutes prior to observation
Framing: Indicator 8

- A. What will I see today?
- B. What content/instruction came before?
- C. Do you write up a lesson plan for every day or week? If so, what format do you use?
- D. what curriculum do you use? Materials?
- E. What kind of technology is incorporated into the class?
- F. Who are we going to see in terms of student population? (levels)
- G. How many classes do you teach?
- H. Do you give students a syllabus?
- I. How do you incorporate student folders? (Samples of students' work)
- J. How do you know, use, and revise student goals?
- K. How do you receive and use students test results? With students? Planning instruction?
- L. How do you use the Idaho Educational Functioning Level descriptors with students?
- M. What kind of retention strategies do you incorporate into your classes?
- N. What kind of transition strategies do you incorporate into your classes?

TEACHER FOCUS GROUP MEETING

1. When you were hired, or when a new staff is hired, what kind of program orientation/training takes place to get you prepared for the assessment, curriculum, instruction, and reporting expectations?
2. What professional development opportunities do you feel you need in order to remain current in subject content and adult instructional techniques?
3. Do you feel that there is a two way communication system between you and the program managers, including your director? Are you as involved in the planning as you would like to be?
4. How do you gather students' goals? How do you use assessment results and IMAS reports with your students and in your instructional planning?
5. How do your students know when they should take a post-test? How can you increase the number of paired pre and post tests?
6. After initial goals are set, how do you guide students in adding or changing their goals to reflect their plan for transition to post-secondary education or training, GED

completion, or employment retention or placement?

7. What suggestions do you have to increase the number of students who stay for at least 12 hours of instruction?

8. Do you refer your students to college or community support services? Which ones?
What college or community support services would you like to see improve?

9. What suggestions do you have to improve your program?

INDICATORS OF PROGRAM QUALITY

Table of Contents

Indicator 1: Effective Support Systems

Indicator 2: Recruitment

Indicator 3: Orientation

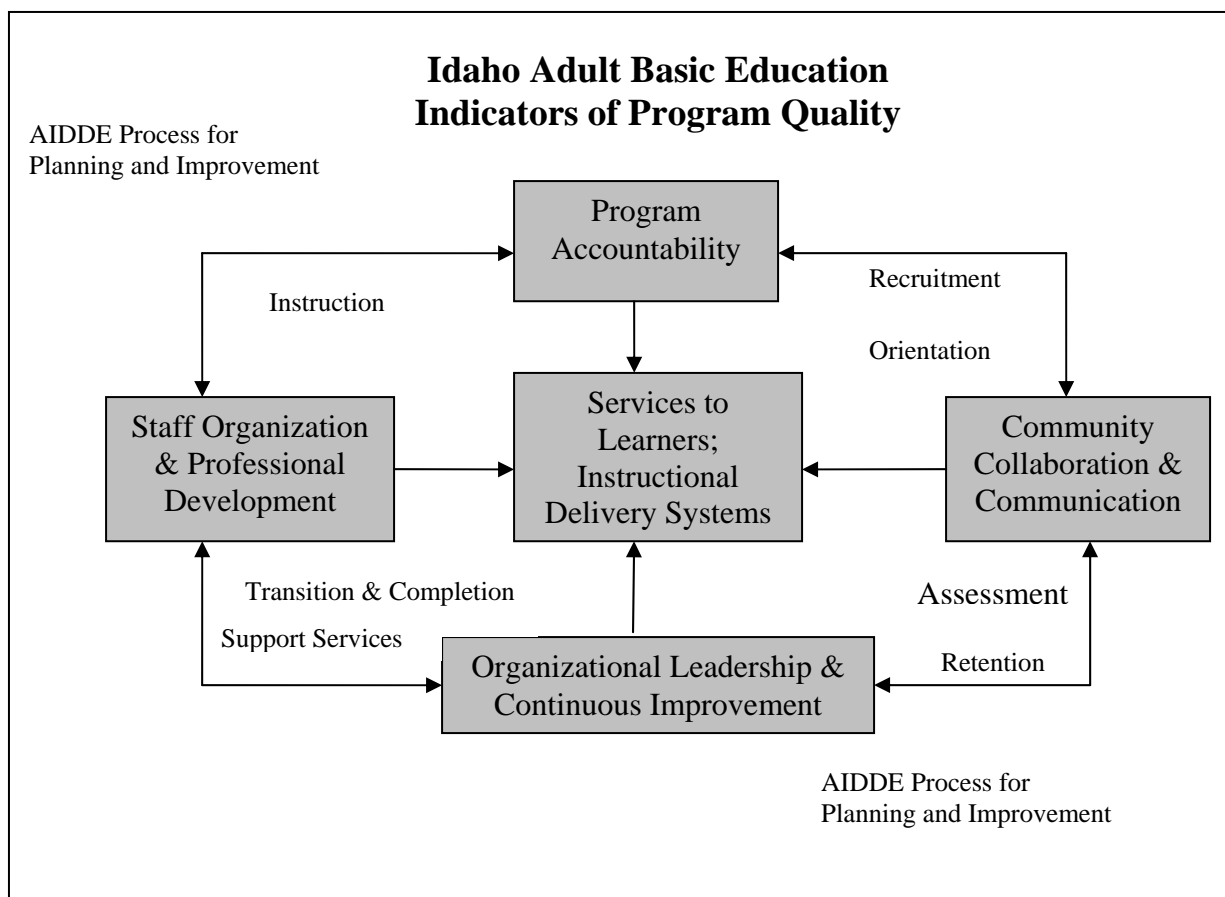
Indicator 4: Assessment

Indicator 5: Retention

Indicator 6: Transition and Completion

Indicator 7: Support Services

Indicator 8: Instruction



Purpose

Idaho's Adult Basic Education Indicators of Program Quality is a "living document." This framework is a guide for program planners and instructors as they make decisions regarding program design and continuous improvement. Instructors will regularly use portions of this document for instructional planning, self-evaluation and on-going professional development. Program managers will use these indicators annually as part of their planning and evaluation process for system improvements.

Idaho's programs are dynamic and strong. Their unique strengths are reflected in this continuous improvement model. This model allows program leaders to address, in depth, the complexity of program development and management need to serve the basic skill needs of adult.

These Indicators of Program Quality are not intended to create a prescriptive or rigid requirement for all of Idaho's ABE Programs. They were written with an ideal program in mind. Implementation or use of the indicators must take into account variations in program size, autonomy, funding requirements and restrictions, learner goals and characteristics, program resources, staffing, and many other factors.

SCORING GUIDELINES

Exceeds

- An effective, systematic approach, fully responsive to all the requirements of the strategy, process, policy, or indicator is evident.
- The practice is fully implemented without significant weaknesses or gaps in any areas.
- The practice is excellent and/or innovative.
- Excellent improvement trends and/or sustained leadership are demonstrated in the area.

Meets – High

- An effective, systematic approach, responsive to the overall purposes and multiple requirement of the strategy, process, policy, or indicator is evident.
- The practice is implemented without significant gaps.
- The practice is good to excellent and/or innovative.
- Most improvement trends and or leadership are demonstrated in the area.

Meets –Low

- An effective, systematic approach, responsive to the basic purposes of the strategy, process, policy, or indicator is evident.
- The practice is implemented, although some areas are in early stages.
- The practice and performance are good.
- Early stages of developing trends and/or leadership are demonstrated in the area.

Needs Improvement

- No systematic approach or the beginning of a systematic approach to the basic purposes of the strategy, process, policy, or indicator is evident.
- Major gaps exist in implementation that would inhibit progress in achieving the basic purposes the strategy, process, policy, or indicator.
- Early stages of a transition from reacting to problems to a general improvement orientation are evident.
- There are some improvements and/or early good performance in a few areas.

Not Observed.

Modified from the Baldrige National Quality Program 2001 Scoring Guidelines and Oregon Planning Review Manual.

Review Tips

Title II Program Review

1. We are here to lead, facilitate, and observe. We must be diplomatic and politically sensitive to the program and institution we are visiting.
2. Not all items on the Indicators of Program Quality document must be answered. Get information on as many items as possible.
3. If additional information surfaces that you think is important, bring it out during the debriefing session and we will decide as a team how to use it.
4. From materials and practices you observe, make notes on items you would like to clarify before our report is written.
5. Observe the program from the Idaho State Plan and IPQ's perspective, understanding program limitations such as budget, recent reorganization, program size, rural vs. urban, etc.
6. Avoid comparing the program to your own; each program is unique, and resources and support vary greatly.
7. Encourage local program personnel and students to share what they know and do. Listen, make notes, and express support.
8. Ask open-ended questions around the indicators that encourage a description of practices and an opportunity to share local practices. Instead of "DO you..." try "How do you..." or "tell me about your process for..."
9. Keep writing to a minimum – use IPQ instrument to document scoring, validation, commendation, recommendations, suggestions, and general comments.
10. This is an excellent opportunity for local staff and students to describe what they do. It should be a positive experience; it is not a "personnel review".
11. We can only gather a "snapshot" of what we observe – program practices are ongoing, developmental, and complex. While not all indicators may be observable, it does not mean that they are not implemented and practiced. Ask questions for clarification.
12. Remember – this is a professional development experience for you too. We hope that you will find new and different ways of doing things that you can take back to your own classroom and program.

Idaho Educational Functioning Level Descriptors

2005 – 2006

ABE/GED/ESL

Reading
Math
Speaking/Listening
Writing

Descriptors:

The Third Wave of the NRS Educational Functioning
Level Table

Educational Functioning Level Table

OUTCOME MEASURES DEFINITIONS			
Educational Functioning Level Descriptors – Adult Basic Education Levels			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Beginning ABE Literacy Test benchmark: TABE (7–8 and 9–10) scale scores (grade level 0–1.9): Reading 367 and below Total Math 313 and below Language 392 and below CASAS scale scores Reading 200 and below Math 200 and below Writing 200 and below ABE scale scores (grade level 0–1.9): Reading 523 and below Math 521 and below	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.
Beginning Basic Education Test benchmark: TABE (7–8 and 9–10) scale scores (grade level 2–3.9): Reading: 368–460 Total Math: 314–441 Language: 393–490	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic	Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.	Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and

CASAS scale scores Reading: 201–210 Math: 201–210 Writing: 201–225 ABLE scale scores (grade level 2–3.9): Reading: 525–612 Math: 530–591	grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).		related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.
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Educational Functioning Level Table (continued)

OUTCOME MEASURES DEFINITIONS			
Educational Functioning Level Descriptors – Adult Basic Education Levels			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Low Intermediate Basic Education Test benchmark: TABE (7–8 and 9–10) scale scores (grade level 4–5.9): Reading: 461–517 Total Math: 442–505 Language: 491–523 CASAS scale scores Reading: 211–220 Math: 211–220 Writing: 226–242 ABLE scale scores (grade level 4–5.9): Reading: 613–644 Math: 593–641	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.
High Intermediate Basic Education Test benchmark: TABE (7–8 and 9–10) scale scores (grade level 6–8.9): Reading: 518–566 Total Math: 506–565 Language: 524–559 CASAS: scale scores	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and	Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can

Reading: 221–235 Math: 221–235 Writing: 243–260 ABLE scale score (grade level 6–8.9): Reading: 646–680 Math: 643–693 WorkKeys scale scores: Reading for Information: 75–78 Writing: 75–77 Applied Mathematics: 75–77	compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.	decimals to fractions; and can perform basic operations on fractions.	handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.
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Educational Functioning Level Table (continued)

OUTCOME MEASURES DEFINITIONS			
Educational Functioning Level Descriptors – Adult Basic Education Levels			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Low Adult Secondary Education Test benchmark: TABE (7–8 and 9–10): scale scores (grade level 9–10.9): Reading: 567–595 Total Math: 566–594 Language: 560–585 CASAS scale scores Reading: 236–245 Math: 236–245 Writing: 261–270 ABLE scale scores (grade level 9–10.9): Reading: 682–697 Math: 694–716 WorkKeys scale scores: Reading for Information: 79–81 Writing: 78–85 Applied Mathematics: 78–81	Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multiparagraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.	Individual can perform all basic math functions with whole numbers, decimals, and fractions; can interpret and solve simple algebraic equations, tables, and graphs and can develop own tables and graphs; and can use math in business transactions.	Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.
High Adult Secondary Education Test benchmark: TABE (7–8 and 9–10): scale scores (grade level 11–12): Reading: 596 and above Total Math: 595 and above Language: 586 and above CASAS scale scores	Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines, and surfaces and can also apply trigonometric	Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as

Reading: 246 and above Math: 246 and above Writing: 271 and above ABLE scale scores (grade level 11–12): Reading: 699 and above Math: 717 and above WorkKeys scale scores: Reading for Information: 82–90 Writing: 86–90 Applied Mathematics: 82–90	meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.	functions.	operating a complex piece of machinery; can evaluate new work situations and processes; and can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations; and can instruct others, in written or oral form, on software and technology use.
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Educational Functioning Level Table (continued)

OUTCOME MEASURES DEFINITIONS			
Educational Functioning Level Descriptors – English As A Second Language Levels			
Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Beginning ESL Literacy Test benchmark: CASAS scale scores Reading 180 and below Listening 180 and below Oral BEST: 0–15 (SPL 0–1) BEST Plus: 400 and below (SPL 0–1) Literacy BEST: 0–7 (SPL 0–1)	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
Beginning ESL Test benchmark: CASAS scale scores Reading: 181–200 Listening: 181–200 Writing: 200 and below Oral BEST 16–41 (SPL 2–3) BEST Plus: 401–438 (SPL 2–3) Literacy BEST: 8–46 (SPL 2–4)	Individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition. There is little communicative output and only in the most routine situations and little or no control over basic grammar. Survival needs can be communicated simply, and there is some understanding of simple questions.	Individual can recognize, read, and write numbers and letters but has a limited understanding of connected prose and may need frequent re-reading; can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, uses inconsistent simple punctuation (e.g., periods, commas, question marks),	Individual functions with difficulty in situations related to immediate needs and in limited social situations; has some simple oral communication abilities using simple learned and repeated phrases; may need frequent repetition; can provide personal information on simple forms; can recognize common forms of print found in the home and environment, such as labels and product names; can handle routine entry level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated. There is minimal knowledge or experience using computers or technology.

		and contains frequent errors in spelling.	
Low Intermediate ESL Test benchmark: CASAS scale scores Reading: 201–210 Listening: 201–210 Writing: 201–225 Oral BEST: 42–50 (SPL 4) BEST Plus: 439–472 (SPL 4) Literacy BEST: 47–53 (SPL 5)	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).

Educational Functioning Level Table (continued)

OUTCOME MEASURES DEFINITIONS			
Educational Functioning Level Descriptors – English As A Second Level			
Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
High Intermediate ESL Test benchmark: CASAS scale scores Reading: 211–220 Listening: 211–220 Writing: 226–242 Oral BEST: 51–57 (SPL 5) BEST Plus: 473–506 (SPL 5) Literacy BEST: 54–65 (SPL 6)	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.
Low Advanced ESL Test benchmark: CASAS scale scores Reading: 221–235 Listening: 221–235 Writing: 243–260 Oral BEST 58–64 (SPL 6) BEST Plus: 507–540 (SPL 6) Literacy BEST: 66 and above (SPL 7)	Individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary but may need repetition, rewording, or slower speech; can speak creatively but with hesitation; can clarify general meaning by rewording and has control of basic grammar; and understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics, such as customs in native country and has consistent use of basic punctuation but makes grammatical errors with complex structures.	Individual can function independently to meet most survival needs and can communicate on the telephone on familiar topics; can interpret simple charts and graphics; and can handle jobs that require simple oral and written instructions, multistep diagrams, and limited public interaction. The individual can use all basic software applications, understand the impact of technology, and select the correct technology in a new situation.

High Advanced ESL Test benchmark: CASAS scale scores Reading: 236–245 Listening: 236–245 Writing: 261–270 Oral BEST 65 and above (SPL 7) BEST Plus: 541–598 (SPL 7) Exit Criteria: BEST Plus 599 and higher (SPL 8)	Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work, and social situations; can expand on basic ideas in conversation but with some hesitation; and can clarify general meaning and control basic grammar but still lacks total control over complex structures.	Individual can read authentic materials on everyday subjects and can handle most reading related to life roles; can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; and uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts. The individual can write multiparagraph essays with a clear introduction and development of ideas; writing contains well formed sentences, appropriate mechanics and spelling, and few grammatical errors.	Individual has a general ability to use English effectively to meet most routine social and work situations; can interpret routine charts, graphs, and tables and complete forms; has high ability to communicate on the telephone and understand radio and television; can meet work demands that require reading and writing and can interact with the public. Individual can use common software and learn new applications; can define the purpose of software and select new applications appropriately; and can instruct others in use of software and technology.
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*The Third Wave of the NRS Educational Functioning **Notes:** The descriptors are entry-level descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level. ABE = Adult Basic Learning Examination; CASAS = Comprehensive Adult Student Assessment System; SPL = student performance levels; and TABE = Test of Adult Basic Education.*